

Professional Portfolio Assignment

Purposes:

- Formulate a professional identity as you clarify your values and explore how they affect your philosophy of teaching and learning
- Acquire a professional's perspective on the daily responsibilities, pressures, and emotions associated with classroom teaching through reflection and inquiry
- Use professional reading to develop a [research-based repertoire](#) of instructional strategies that help secondary students meet each of the National Standards for Foreign Language Learning (INTASC1 Standards 1, 2, 4, & 7)
- Design classroom activities that develop students' literacy skills in Spanish (INTASC Standards 1, 2, & 6)
- [Contextualize language learning experiences in cultural products, practices, and perspectives](#) using various techniques for teaching and assessing culture learning (INTASC Standards 1 & 4)
- Develop and adapt traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to [evaluate students' proficiency](#) across all three modes of communication and to provide them with feedback that will improve their performance (INTASC Standard 8)
- Utilize a variety of emerging [technologies](#) to enhance instruction, develop language proficiency and cultural competence, and improve your professional productivity (INTASC Standard 4 – Instructional Strategies, INTASC Standard 5 – Learning Environment, INTASC Standard 6 – Communication)
- Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles and [special needs](#) (INTASC Standard 3 – Diversity of Learners)
- Participate professionally in the school community, in [professional organizations](#) and [professional development activities](#), and engage in [professional dialogue and reflection with colleagues](#) to improve yourself and your program (INTASC Standard 9 – Reflective Practice & Professional Development, INTASC Standard 10 – Community)
- Refine communication skills and learn to articulate and substantiate the *why* and *how* of your classroom practice to a variety of different audiences

1 (INTASC: Interstate New Teacher Assessment and Support Consortium)

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Instructions:

Prepare a portfolio that represents who you are and showcases your skills as a teacher and member of a professional community. The portfolio should include:

- assignment sheets or worksheets
- assessments
- cover letter
- disclosure document (syllabus)
- lesson plans
- philosophy of language teaching and learning
- photos
- professional biography
- résumé
- sample student work
- table of contents
- unit outline

Use each of these items to SHOW (as opposed to telling about) your professional competence. The following exercises will help you prepare to do so:

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HOW DO I DECIDE WHAT TO INCLUDE?

Purpose (Show what you know and can do!):

Professionalism – *Make a list of all the things you've done during your student teaching. What are some of the things that teachers have to know and be able to do? Based on the list you just made, which of these tasks do you do especially well? How might you use the required elements of the portfolio to emphasize those strengths?*

- Administrivia
- Assessment
- Behavior Management
- Classroom Climate/Culture
- Collaboration
- Community Outreach
- Curriculum Development
- Instructional Strategies
- Planning & Organization
- Program Advocacy, Articulation, & Development

Flexibility - *What are some of the common roles that teachers are asked to fill?*

- As a person
- As a teacher
- As a member of a department
- As a coach or sponsor of extracurricular events
- As a building or district-level leader

Make a list of all the experiences you have had that show you can successfully manage these roles. How might you use your portfolio to translate your experiences into compelling "stories" that would convince your audience of your competence?

Quality - *What are some of the characteristics of "stellar" teachers? (What do they do, say, or avoid doing/saying?) How can you highlight the characteristics that YOU possess?*

Audience (Make the match!):

What issues would each of these people probably be most concerned about when hiring a new person?

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- Administrator
- Coaching Staff
- Curriculum Coordinator
- Department Chair
- Other Teachers
- Support Staff (Counselor, Nurse, School Psychologist, Social Worker)
- Technology Specialist

What skills would they think are essential? (Collaboration, communication, decision-making, flexible strategies for working with diverse learners, leadership, problem-solving, self-motivated, technology integration, etc.) How might you use your portfolio to address each of their concerns while highlighting your skills?

HOW DO I KNOW IF MY PORTFOLIO ACCOMPLISHES ITS PURPOSE OR NOT?

Appearance – What does the appearance of the portfolio communicate about your personality, your professionalism, your competence, and your talents? Does it entice the reader to want to open the portfolio? Once open, does it entice the reader to want to keep reading?

Content - Does the content of the portfolio highlight the unique contributions you could make to a school? Does the portfolio offer concrete examples of the ways that you support students in communicating in all 3 modes, understanding other cultures, connecting to other disciplines, engaging with communities, etc.?

Formatting & Organization - Can the reader tell at a glance exactly what is included and where to find it?

Functionality/Ease of Use - If the reader is looking for something specific, can that item be located quickly and easily? Do you provide a table of contents, section dividers, and tabs?

Perspectives – What does the content of your portfolio communicate about who you are, what you believe/understand/value, and why? Do you take advantage of section dividers and other potentially empty space to provide more insights into your work as a teacher?

Practices – Can the reader see your practice “in action” in the portfolio? (In other words, do you show, or do you just tell?)

Products – Is it easy for the reader to understand the *what, why, and how* of the artifacts they are viewing? Is each artifact included in the portfolio clearly titled and briefly captioned?